COURSE INFORMATION

Course title:	Business Ethics Leadership		
Course code:	BA 580B	Credits:	1.5
Session, term, period:	2020W1, Period 7	Class location:	Zoom
Section(s):	001	Class times:	Monday, 6:00 – 9:30 pm
Course duration:	Nov 2 – Nov 30, 2020	Pre-requisites:	n/a
Division:		Co-requisites:	n/a
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Prof. David Silver		
Phone:		Office location:	Zoom
Email:	David.silver@sauder.ubc.ca	Office hours:	tba

COURSE DESCRIPTION

This course will provide students with practical skills to exercise ethical leadership no matter where they stand in an organization.

One skillset is to identify and critically reflect upon the values of an organization. Students will develop this skill by reflecting on their personal career values and extending this thinking to organizations. Students will then develop an awareness of how organizations negatively impact vulnerable people, and use that awareness to identify business opportunities to do better. This skill will be developed through a variety of techniques including "ethics audits" of various products, stakeholder role-playing, and reading relevant parts of the business ethics literature.

A second skill is to develop an understanding of best practices in "managing for values". This skill will be developed through recent and ongoing case studies, and interviewing business leaders. A key part of this skill is recognizing the obstacles that prevent organizations from fully living up to their aspirational values, and learning ways to overcome these obstacles.

The third skill is to develop a plan for business ethics leadership. To develop this skill the student will identify an opportunity for an organization she is affiliated with to better deliver on its values, and to develop a business plan where she can lead to make this happen.

COURSE FORMAT

This course will involve lecture, discussion (especially of student-generated content), and guest speakers.

LEARNING OBJECTIVES

Purpose of the course:
To empower students to lead organizations in managing for their organizational values.

Learning Objectives:
Upon successful completion of this course, students will have the knowledge and skills to:
• Identify and critically reflect on an organization's values.

- Identify challenges that prevent an organization from fully living up to its values.
- Understand best practices in managing for values.
- Develop an executable plan in business ethics leadership.

ASSESSMENTS

Summary

Component	Weight
Product Audit	25%
Leadership Interview	25%
Case Studies	25%
Leadership Project	25%
Total	100%

Details of Assessments

Deliverables:

1) *Personal Ethics Career Plan. (Required, but not graded.)*
2) *Ethics Product Audit. Written report and in class presentations.* Group Assignment
3) *Interview of business leader on ethics leadership. In class presentations and written reflection piece.*
4) *Identify 4 stories in the news that involve business ethics leadership. Prepare 250-word discussion post that quickly summarizes the non-moral facts, and provides some value-added ethical analysis. Students should aim, roughly, to have one post per class week, and should aim to have some positive examples.*
5) *Prepare an executable business ethics leadership plan.*

The instructor will schedule 15 minutes "office hours" for each student (via video chat) to discuss the personal ethics plan, the leadership interview and the leadership project. This meeting is **required**. Students are required to schedule a one-on-one meeting with the instructor (in person or video chat) by **November 8th.**

LEARNING MATERIALS

Reading Materials: This course is primarily project-based, and much of the class material will be student generated. All reading materials will be distributed via the Canvas system.

Technology Requirements: students will be expected to access the internet in class for course relevant activities.

Activity Fees: *none*

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments
Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions
If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form https://webforms.sauder.ubc.ca/academic-concession-rhlee. If an academic concession is granted

during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at https://senate.ubc.ca/policies-resources-support-student-success.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

[if you wish to take attendance, tack polls, or pre-set breakout groups in your Zoom sessions, include the statement below]

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: https://zoom.us/signup. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Synchronous Or Asynchronous	Date	Topic	Readings or Activities	Assessments due
1	S	11/2	**Managing for Personal Values:** **How to choose value creation over value extraction** **How to find meaning in your work life**	**Introduce Course and Projects** **Discuss "Wolves of Wall Street"** **Land Acknowledgement and Discussion** **Personal Ethics Plan Workshop / Interviews**	**Pre-read "Wolves of Wall Street".**
2	S	11/9	**Managing Values in the for-profit Corporation.** **What are the goals of the firm?** **Who is vulnerable with respect to the firm?**	**Readings: Freeman, Friedman, Porter. Blackrock letter. Business Roundtable.**	**Personal Ethics Plan Due** **Ethics Audit Presentations**

			How do we empower businesspeople / students to manage for values?	**Class Visitor: Sauder MBA Alum** **Activity: ethics interview prep** **Blog Cases**	
3	S	11/16	**Tesla vs. VW: the power of purpose** **PetroCanada: leading the transition** **VanCity and Wells Fargo: Taking values seriously** **Tahltan and Mount Polley: The Possibility of Moral Improvement** **Amazon/Walmart/Motts/Ikea: taking employees seriously** **Blog Cases** **Interview presentations.**	**Ethics Audit Written Reports**	
4	S	11/23	**Learning from Others about Managing for Values**	**Class Visitor: Prof. Christopher Michaelson** **Breakout: split and discuss interviews** **Roundtable: concrete lessons on managing for values.**	**Ethics interview presentations**
5	S	11/30	**Leading with Values**	**Students Presentations and Peer Feedback on plans**	**Ethics interview reflection piece** **Leadership project presentations**
		tba	**Written Leadership Project**		**Leadership project written report in lieu of final exam**